

Implementation Failures of the RTE Act, 2009 in Haryana & Punjab



(Source: https://duckduckgo.com/?q=rte+india&bext=msl&atb=v40-5&iax=1&ia=images&iai=https%3A%2F%2Fsocialissuesindia.files.wordpress.com%2F2010%2F07%2F42220799_stimg_0307fw.jpg .)

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Lead Essay

Implementation Failures of the RTE Act, 2009 in Haryana & Punjab

Estimated literacy rates in India at the end of the British colonial period were at 12%ⁱ and at 18.33% by 1951ⁱⁱ. In post-colonial India, one of the biggest goal for successive governments was to achieve Universal Elementary Education (UEE). However, 70 years post-independence, India as a country continues to struggle to fulfill this goal.

In 2002, Article 21A was inserted in the Constitution of India by the Constitution (86th Amendment) Act, 2002 which provides “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”ⁱⁱⁱIn 2009, the Right of Children to Free and Compulsory Education (RTE) Act was passed legally obligating the Government to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. The main objectives of RTE Act were to provide free and compulsory education to all children in the age group of 6-14 years, ensure access to education and equal opportunities to children from disadvantaged sections of society and to improve learning outcomes for those who complete elementary education.

Comptroller and Auditor General of India (CAG) conducted audits in Haryana and Punjab for the period of 2010-2016, to see if the objectives of the Act have been achieved. The State Level Comptroller and Auditor General of India (CAG) reports (2017) on Social, General and Economic sectors for Punjab and Haryana found multiple deficiencies in the implementation of the Act that undermined the achievement of the objectives of the Act.^{iv}

I. Implementation Failures

The types of failures in implementation of the provisions of the RTE Act have been divided into three categories i) Inadequate Planning ii) Inadequate Management of Funds and iii) Ineffective Implementation and Monitoring.

1. Inadequate Planning

To get a clear picture of the state of education in an area it is essential to map it and collect accurate data which can then be used to create plans to implement policies. The data can also be then used to trace the progress of a region over time and see if targets are being achieved, if not, policies must be revised. In absence of data, policies continue to be ineffective due to poor implementation leading to waste of manpower and resources without achieving any developmental goals. This can affect disadvantaged groups severely as they are one of the most vulnerable members of society.

- **No Accurate Data**

As per the RTE Act and Rule 10 of Haryana RTE Rules 2010, every local authority must maintain records of children of the age group of 6 to 14 years residing within its jurisdiction through house hold surveys indicating their name, sex, date of birth, place of birth of the child, details of guardian, and the level of education received by the child. Further, the data must be updated yearly as per Rule 6. CAG found that no house hold survey had been conducted between 2010-16 and children were identified from the data of anganwadis and private schools and total number of children was calculated based on expected growth and gross enrollment. The data collection was based on estimates and considered inaccurate.

- **No School Development Plan**

Section 22 of the Act provides that School Management Committees (SMC) shall prepare a School Development Plan (SDP) which should be the basis for release of grants- in-aid by the Government. Further, Rule 15 of State Rules 2011 provides that SMC shall prepare plan at least three months before the end of the financial year. The District Annual Work Plans and Budgets (AWP&B) are required to be framed by respective District Project Coordinators by incorporating the

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School Development Plans and data collected at school/ village level.

In Haryana, CAG found that no SDP had been prepared by any school between 2010-16. Further, district plans were made by using data from Census of 2001 and 2011 as the baseline and estimating current numbers. A consolidation of district plans was made into the State Plan. In Punjab, the AWP&B was required to be prepared at the State and districts level but no Perspective Plan was prepared either by the State or by the selected districts during the years 2011-16.

- **No School Mapping Leading to Shortage of Neighborhood Schools**

The Punjab RTE Rules, 2011, define the limits of neighborhood schools as one kilometer and three kilometers for children in class 1 to 5 and 6 to 8 respectively. SSA Framework requires states to map neighborhoods and link them to specific schools. During 2011-14, no school mapping was done and resultantly proposals to open new primary schools during 2012-13 were not approved. Out of a total 15,694 habitations identified during school mapping in 2014-15, 47 habitations having 170 out of school children (OoSC) did not have primary neighborhood schools while 38 habitations having 44 OoSC did not have upper primary neighborhood schools. It was observed that due to lack of transportation facilities, children of unserved habitations had difficulties reaching their school.

- **No Identification of Children Belonging to Disadvantaged Groups**

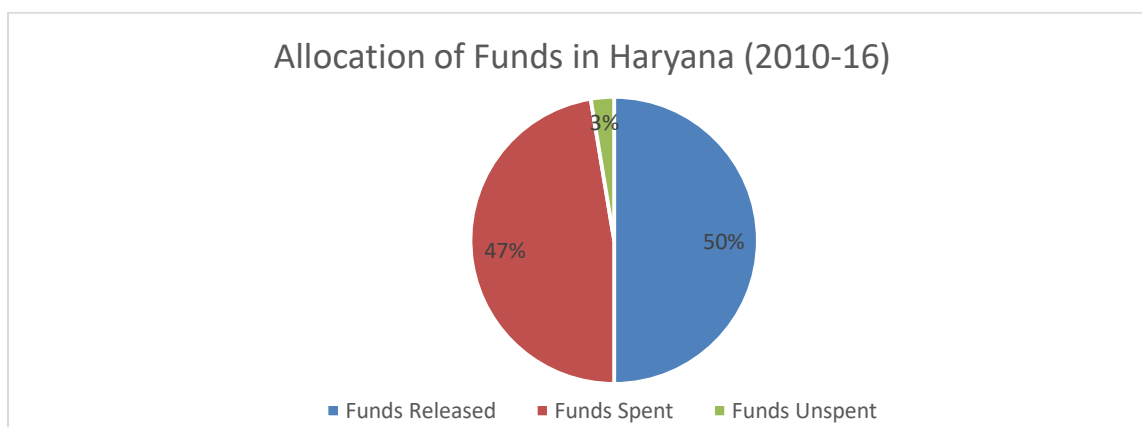
In Punjab, it was found that identification and collection of data on children belonging to weaker sections and disadvantaged groups was not undertaken. Further, while 12,30,940 children were admitted to school in Class I during 2012-16, in the absence of data on eligible children, the admission of 25 per cent children belonging to weaker sections and disadvantaged groups as required under the RTE Act could not be verified by CAG.

2. Inefficient Management of Funds

There must be adequate and appropriate allocation of funds in a timely way to ensure the implementation of policies without glitches. Inefficient financial management can lead to delay in funds or their underutilization. The fund sharing ratio between the GOI and State Government for RTE Act was 65:35 from the year 2010-11 to 2014-15 which was revised to 60:40 from 2015-16.

- **Unspent Funds**

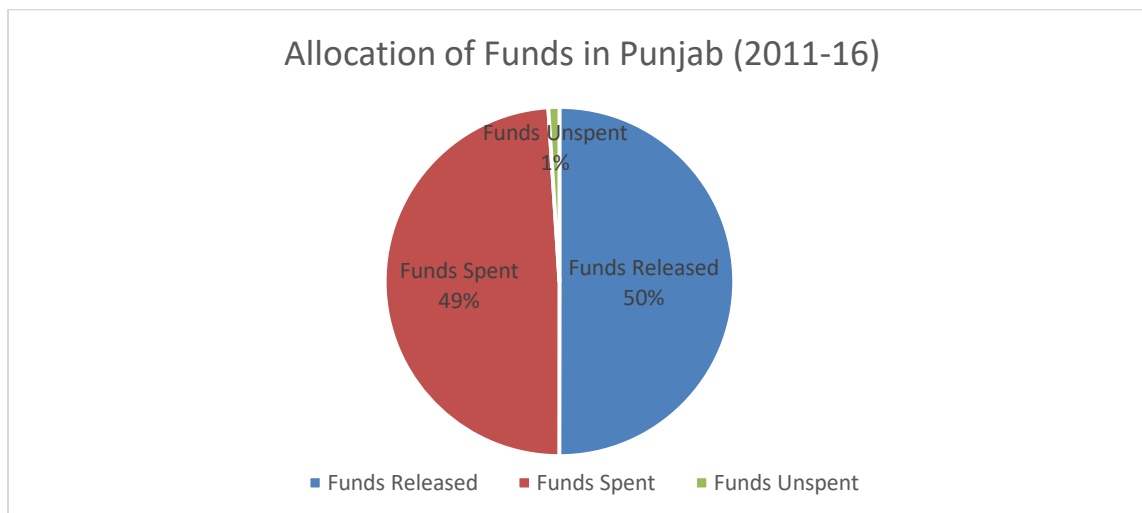
In Haryana, against the budget estimate of 6,088.31 crores, Central Government and State Government released only 3,468.75 crores during 2010-16. Further, as against the availability of funds of 4,099.85 crores, only 3,885.19 crores were spent, leaving unspent funds of 214.66 crore.



In Punjab, against total allocation of 4,693.69 crores, 3,330.93 crores were released during the years 2011-16. Against the total available funds of 3,652.28 crores, an expenditure of 3,575.82 crores was incurred. The unutilized funds ranged between 76.46 crore and 352.40 crore during this period. State Government released only 613.72 crore against the central

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share of 662.20 crore during 2014-16 thus leaving 48.48 crore. The 13th Finance Commission did not release 86 crores (approved in 2011-12: 41 crores and 2012-13:45 crore).



- **Delayed Release**

In Haryana between 2010-16, there was substantial delay in release of funds by the Central Government ranging between 27 and 307 days and State Government ranging between 59 and 237 days. In Punjab, the State Government took one and a half year to notify the State RTE Rules (October 2011). Resultantly, the Project Approval Board (PAB) did not approve funds of 114.36 crore for the year 2011-12. Further, though the 13th Finance Commission released 36 crores in 2010-11, the State Government released 22.32 crores during 2011-12 and 13.68 crores during 2012-13 with delay ranging between one month and two years.

3. **Ineffective Implementation and Monitoring**

Effective implementation and monitoring mechanisms are essential to track the progress of policies and schemes. Policies must be implemented properly for them to achieve their desired results and progress must be monitored to confirm the result of implementation. In the absence of proper implementation and monitoring the objectives cannot be achieved.

- **Increase in non-enrollment**

In Haryana, the percentage of children not enrolled in primary schools increased from 1.02 in 2010-11 to 4.44 in 2015-16 while in upper primary schools this percentage ranged between 1.58 and 13.08 during 2010-16. In Punjab, a total of 40,40,463 students were enrolled during 2011-12 in Class I-VIII (Government Schools: 20,76,619, Private schools 19,63,844). However, the total number of students enrolled in the schools in these classes declined to 39,62,439 in 2015-16.

- **No Data on Dropout and Attendance**

In Haryana, the Director of Elementary Education/*parishad* had not maintained the data of dropout and attendance of children for follow up and to ensure that they were provided proper elementary education. It was further observed in 90 test-checked schools that attendance in seven to sixteen schools was up to 75 per cent during 2010-16.

- **Non-Availability of Basic Infrastructure**

Quality of the school building and availability of basic facilities are important aspects of school access. The built environment of the school must be inviting and comfortable to the child, so that the child is motivated to enroll and attend

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school regularly. The norms and standards prescribed for schools regarding the availability of basic infrastructure in primary and upper primary schools is available in the Schedule appended to Sections 19 and 25 of the RTE Act.

Table 2.3.4: Status of availability of basic infrastructure (in percentage of schools) of Government and others schools in the State

Prescribed provisions	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
At least one class room for every teacher (Education Department)	NA	NA	79.14	81.50	82.01	82.51
An office-cum-Head teacher's room (Education Department)	NA	NA	57.63	57.28	59.15	56.55
Barrier free access (all management schools)	56.86	60.84	86.35	87.43	90.14	96.59
Separate toilets for boys (all management schools)	68.24	92.65	86.6	98.93	98.71	93.34
Separate toilets for girls (all management schools)	86.03	93.59	97.64	96.81	96.38	96.07
Safe and adequate drinking water facility to all children (all management schools)	99.00	99.55	99.74	99.88	99.77	99.90
A kitchen where mid day meal is cooked in the school	16.65	18.18	45.17	66.11	71.59	68.18
Play ground (all management schools)	76.08	76.62	76.75	81.33	83.39	84.32
Arrangements for securing the school building wall and fencing	95.62	95.94	95.78	96.35	98.18	98.52

Source: Haryana Report 1 of 2017 Non-PSUs Social, General and Economic Sectors, CAG, Available at: http://cag.gov.in/sites/default/files/audit_report_files/Haryana_Report_1_of_2017_Non_PsUs_SGE_Sectors.pdf.

Deficiencies in Infrastructure in Haryana between 2010-16

Shortfall in case of Office-cum-Head teachers' rooms ranged between 41-43%	Boundary walls not of 6ft heights in 28 schools
Shortfall of Kitchen Sheds between 28-83%, Non-availability in 31 schools	Non-availability of desks in 6 schools, Shortage in 23 schools
Shortage of Rooms in 20 Schools	No Library in 50 schools
Safe Drinking Water not available in 71 schools	No Playground in 44 schools
Non- availability of Ramps in 17 schools	Damaged Boundary Walls in 16 schools
Non- availability of Toilets for CWSN in 21 schools, Damaged Toilets in 3 schools	

In Punjab, similar shortages in infrastructure was observed, school buildings of 26 schools in Patiala district had been declared (December 2012 to March 2016) unsafe by Public Works Department/ Panchayati Raj Department and 4,826 students of these schools were studying in open space. Under the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme, administrative approval was accorded (December 2011 and May 2012) for construction of 19 hostels at a cost of 13.49 crore at the rate of 71 lakhs each. As per approved drawing, eight dormitories were to be constructed in each hostel along with boundary wall, approach road, water supply, sewerage and sanitation and electrical services. CAG observed that the constructed buildings had only four dormitories each in 10 hostels and six dormitories each in four hostels resulting in non-construction of 48 dormitories out of total 152 dormitories. In the remaining five hostels eight dormitories in each hostel, as required, were constructed. The SSA Authority released an amount of 13.49 crore during March 2012 to March 2013 and took possession (November 2013) of the buildings without getting the requisite number of dormitories constructed. The Utilization Certificates (UCs) for full amount were furnished by the Panchayati Raj Department.

- **Targets for Civil Works Not Achieved Due to Lack of Planning**

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In Haryana, target of construction of 31,305 civil works for an outlay of 733.84 crore was fixed during 2010-16. Against this, 27,067 civil works were completed at a cost of 657.65 crore. The reasons cited for non-completion of civil works were due to non-availability of land, dispute with Panchayats, standing trees at sites, encroachment of land, shortage of funds and in some cases diversion of funds by teachers. In multiple districts, CAG further observed that construction of rooms, ramps and toilets were not required to be executed as there were already sufficient rooms and toilets in the schools. For example, ramps were not required to be constructed as ground and plinth level of the schools was at the same level. Thus, the works were sanctioned without ascertaining the requirement, availability of land and resolving of land dispute. The shortfall in availability of infrastructure could have been minimized had the construction activities been carried out in a planned manner. Further, even civil works which were shown as completed in the progress reports were not actually completed based on inspections.

- **Facilities to Children Delayed or Not Provided**

The Act provides for free education and facilities such as free text books, uniform, stationery, school bags and writing material to be provided to the children. In Haryana, it was found that the facilities which were to be provided in April, the beginning of the school year, were distributed in the middle or towards the end of the academic year. The delay ranged from three to eleven months between 2010-16.

In Punjab, as per the audited Annual Report (2013-14), expenditure of 65.88 crore for 16,46,949 students was claimed whereas as per progress reports of 22 districts only 15,63,588 students were provided uniform. This resulted in excess expenditure of 3.33 crore for 83,361 students for the year 2013-14. Only one set of uniforms was provided against the required two sets of uniforms to the students during the years 2011-16.

Additionally, books worth 25.06 crore were purchased against allocation of funds of 22.44 crore during the year 2011-12. The books purchased were more than the requirement and budget. Yet, supplementary demand for text books for 1,51,532 students was sent during April-July 2011(2011-12). This showed that requirement of books was not assessed properly.

- **Shortage of Teachers and No Training**

As per item 1 of the Schedule appended to Section 19 of the Act, two teachers for up to 60 admitted children in primary classes and at least one teacher for every 35 children in upper primary classes was required subject to the condition that there should be at least one teacher per class and so that there shall be at least one teacher each for Science and Mathematics, Social Studies and Languages.

In Haryana, teacher vacancy ranged between 2,027 and 15,236 in primary classes during 2011-16. There was only one teacher in the schools against the requirement of at least two teachers in primary schools and three teachers in upper primary schools. Further, it was observed that the percentage of teachers provided training in Government schools was very low and ranged between 0.95 and 31.27 during 2010-16. The expenditure on teachers' training during 2010-15 was only 26.44 crores against budget allocation of 69.47 crores.

In Punjab, in selected six districts, only 1599 Resource Teachers were posted against 34,484 Children with Special Needs (CWSN). As of March 2016, 85,604 CWSN were provided resource support in 145 Block Resource Centers by 415 Resource Teachers. No norms were fixed by the State for deployment of Resource Teachers based on size of block and the number of CWSN in the district resulting in irrational deployment of Resource Teachers. No Resource Teacher was appointed in the State in case of four types of disabilities resulting in deprivation of resource support to 18,214 CWSN suffering from these disabilities. Out of total 415 Resource Teachers, 255 Resource Teachers (61.45 per cent) were specialized in the field of mental retardation (MR) whereas CWSN suffering from mental retardation were 21,715 out of total 85,604 (25.37 per cent).

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Overall it was observed that out of 13,251 primary schools in Punjab, 1,170 primary schools were running with a single teacher and 572 upper primary schools out of 6,711 were running with less than three teachers during 2014-15.

- **Unrecognized Schools**

Section 18 of the Act read with Rule 15 of RTE Rules 2010 provides that no school, other than a school established, owned or controlled by the appropriate Government or local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from the prescribed authority. Any person who establishes or run a school without obtaining certificate of recognition or continues to run a school after withdrawal of recognition shall be liable to fine which may extend to 1 lakh and in case of continuing contraventions, to a fine of 10,000 for each day during which such contravention continues.

In Haryana, unrecognized schools ranging between 514 and 821 were functioning in the State during 2011-16. Provisional recognition was given to schools ranging between 10 and 274 during 2011-16. No penal action was taken against any unrecognized schools.

- **No Arrangements for Pre-Primary Education**

Section 11 of Act stipulates that children above the age of three years may be prepared for elementary education and early childhood care and education for all the children until they complete the age of six years would be provided by the Government and necessary arrangement would be made for providing free pre- school education for such children.

In Haryana, it was observed that no arrangement was made to provide pre-primary education to the children above three years. In Punjab, there were 3,76,458 children (March 2016) in the age group of 3-6 years. However, no steps had been taken to establish free pre-schools for these children and to provide early childhood care and education.

- **No Arrangements for Special Training**

Rule 3 of State Rules 2011 provides that the School Management Committee of a school owned and managed by the Government shall identify children requiring special training based on specially designed learning material, appropriate to the age. It shall be provided by teachers working in the school and to be held in the premises of the school. The duration of the training should be for a minimum period of three months.

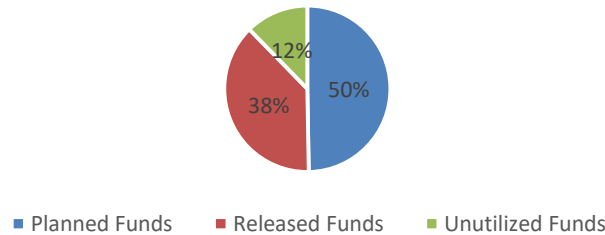
Further, a child suffering from a disability like blindness, low vision, leprosy, hearing impairment, loco motor disability, mental retardation and mental illness defined in the PwD Act, 1995, shall have the right to pursue free and compulsory elementary education. State Government and the local authority shall endeavor to equip the special schools for children with disabilities with vocational training facilities. The Inclusive Education (IE) Manual, 2003, provides for adoption of standard tools for identification of CWSN. Both formal and functional assessment is to be done by a competent team of doctors to specify the aids and appliances required by the child. The IE manual requires preparation of Individualized Education Plans (IEP) jointly by the special teacher as well as the general teacher and constant review by the district/block level functionaries.

In Haryana, during April-July 2016 it was observed that neither children requiring special training were identified nor any special training provided in test- checked schools.

In Punjab, during the period 2011-16, against the planned funds of 160.04 crore, 122.22 crore were allocated and only 82.63 crore was released and utilized.

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Allocation of Funds for CWSN



Against 5,12,061 identified CWSN, only 5,08,731 were enrolled leaving 3,330 un-enrolled CWSN during 2011-16. Further, no special school in government/private sector was set up for those in need of special education, no teachers training institution was set up in the State to develop teachers training programmes specializing in disabilities as defined in the PwD Act, 1995, no cell for redressal of grievances of parents for placement of their children with disabilities was established in the State and no research/study/evaluation was conducted by Government or non-Government agencies. Further, the number of CWSN identified during 2011-16 ranged between 6,526 and 7,734 while the number of CWSN for whom medical assessment records were available ranged between 368 and 970 during the same period indicating that children were enrolled under CWSN component of SSA without proper medical assessment.

- **No Certificates Issued**

Rule 22 of State Rules 2011 provides that certificate of completion of elementary education shall be issued by the Head Teacher or Headmaster within one month of the completion of elementary education. Haryana audit observed during April-July 2016 that certificate of completion of elementary education was not being issued to children by test checked schools.

- **No Internal Audits**

In Haryana, it was observed that there was no internal audit system in place in the *parishads* and that a provision of 5.30 crore was made in 2011-12 for third party assessment but the assessment from the third party had not been done by November 2016. In Punjab, as per the SSA Manual, the State may consider the engagement of credible organizations or firms of chartered accountants to undertake internal audit of their accounts. Further, the report of internal audit shall also be placed before the Executive Committee (EC). It was observed that while an internal audit wing had been created that had carried out internal audit of the programme, the reports of the internal audit were not being placed before the EC. Overall, it was observed that although a State Advisory Council consisting of 15 members was constituted in June 2010, no meeting of State Advisory Council was held during 2010-16. As a result, the effectiveness of the implementation of RTE Act in the State could not be assessed as envisaged under Section 34 (i) of RTE Act.

- **Inadequate monitoring by the State Commission for Protection of Child Rights**

In Punjab, as per the RTE Act, the State Commission for Protection of Child Rights was constituted in April 2011. The Commission for Protection of Child Rights Act, 2005 provides that the Commission shall meet regularly when the Chairperson thinks fit meetings must be held every three months. The Commission had neither observed the schedule of meetings as no meeting was held during 2011-12 and 2012-13, only one meeting was held in 2013-14 against the requirement of four, three in 2014-15 and 11 in 2015-16, nor did it prepare any annual/special report during 2013-16 as required under the Act. Further, no follow-up action was initiated by the Commission on its instructions regarding (i) formation of steering committee on child labor at State Level to abolish child labor and provide education to children in the State, (ii) training and orientation programme on issues relating to child labor, and (iii) issue of instructions to Departments involved in children welfare and protection of their rights. The Commission could utilize only 12.97 lakh (42.55 per cent) against funds of 30.48 lakh released during 2012-16.

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II. The Way Ahead

According to UNESCO, India has the largest number of illiterate adults in the world. India contributes to 37% (287million) of the global illiterate adults despite having multiple schemes focused on promoting universal education and the RTE Act, 2009 legally obligating the Government to provide UEE.^v

The CAG reports clearly indicate one of the reasons for this dichotomy. The reports highlight the failures in implementation of the RTE Act, 2009 due to inadequate planning, inadequate management of funds and ineffective implementation and monitoring. Hence, the objectives of the RTE Act, 2009 were not achieved and the rate of literacy in India remains low at 74.04% (Census 2011).

The goal of the RTE Act was to create a just and humane society which can be achieved only through provision of inclusive elementary education for all. Education is a fundamental human right which promotes freedom, empowerment and overall development of an individual. Children are deprived of this fundamental right due to poverty and it is the duty of the government to provide them access to education without discrimination or exclusion. Education is a tool using which marginalized children can lift themselves out of poverty and get the opportunity to participate fully as citizens.

The Government, by not implementing the provisions of the RTE Act, has secluded children from disadvantaged groups. The fundamental rights of child to have access to education and equal opportunities have been violated. It has taken away their opportunity to have better lives. It has also furthered social and economic inequalities in India and furthered poverty. Thus, the Government must be held accountable as it has failed to uphold the constitutional values of equality, social justice and democracy and the rule of law.

The duty of the Government does not end with the passing of the RTE Act, 2009, the implementation of the Act is equally important. Since, education is a part of the concurrent list, both Central and State Governments are responsible for the failures. The Government must ensure that the provisions of the Act are implemented in the future, those responsible must be held accountable, and there must be special emphasis on improving auditing and monitoring mechanisms to ensure effective implementation of the Act.

Prepared By-

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ⁱ Oxfam India, 8 September 2015, Available at: <https://oxfamindia.org/education/10-facts-on-illiteracy-in-India-that-you-must-know>.

ⁱⁱ Literates and Literacy Rates-2001 Census (PROVISIONAL), Available at: <http://nlm.nic.in/literacy01.htm>.

ⁱⁱⁱ Article 21, Constitution of India

^{iv} Haryana Report 1 of 2017 Non-PSUs Social, General and Economic Sectors, CAG, Available at:

http://cag.gov.in/sites/default/files/audit_report_files/Haryana_Report_1_of_2017_Non_PSUs_SGE_Sectors.pdf.

Punjab Report 1 of 2017 Non-PSUs Social, General and Economic Sectors, CAG, Available at:

http://cag.gov.in/sites/default/files/audit_report_files/Report_No_1_of_2017_Non-PSUs_2015-16.pdf.

^v Oxfam India, 8 September 2015, Available at: <https://oxfamindia.org/education/10-facts-on-illiteracy-in-India-that-you-must-know>.

Headlines

The truth about conflict of interest and big polluters dumping Paris climate agreement

(Raakhee Suryaprasah, *DailyO*, 4 June 2017)

President of the United States of America, Donald Trump announced that America would be pulling out of the Paris Climate Agreement. The article states that this does not come as a surprise considering the new administration has many climate change deniers and people with vested interests in fossil fuels. On the other hand, countries such as India and China have reiterated their commitments towards the Paris Agreement. The article summarizes by stating that any action on climate change must be taken based on information provided by sources that have no vested interests.

Read More: <http://www.dailyo.in/politics/paris-agreement-trump-climate-change-global-warming/story/1/17612.html>.

Date of Access: 5.6.2017

Economy

Of neediness and inequity: Three reasons behind poverty in India

(IANS, Business Standard, June 4, 2017)

Anirudh Krishna, a former Indian Administrative Service (IAS) officer, who is currently a professor of Public Policy and Political Science at Duke University, who spent long periods in distant villages and city slums of India to study their problems. In his scholarly work that presents possible solutions to the problems of neediness and inequity in India, he analysed the lives of ordinary individuals and found that there is a lot of latent talent in these parts of the country but individuals in these situations do not have the opportunity to rise to a level commensurate with their capabilities. According to him, there are three reasons of poverty in India. First is the health and high treatment cost, second is the state failure and third is the beliefs and values.

Read more: http://www.business-standard.com/article/news-ians/of-neediness-and-inequity-three-reasons-behind-poverty-in-india-117060400222_1.html

Date Accessed: 06.05.2017

India has 31% of world's poor kids: report

(The Hindu, June 02, 2017)

According to a new report by the Oxford Poverty and Human Development Initiative (OPHI), about 31% of the world's "multidimensionally poor" children live in India. The survey titled "Global Multidimensional Poverty Index (MPI), 2017" mentioned that in terms of countries, 31 percent of 689 million poor children live in India, followed by Nigeria (8%), Ethiopia (7%) and Pakistan (6%).

Read more: <http://www.thehindu.com/news/national/india-has-31-of-worlds-poor-kids/article18709377.ece>

Date Accessed: 06.05.2017

Dealing with stressed assets

(Krishnadas Rajagopal, The Hindu, June 02, 2017)

The Non-performing assets, restructured loans and written-off assets are collectively called 'stressed assets'. They have been identified as a major challenge to the country's banking system. Therefore, to combat it, the government has promulgated the Banking Regulation (Amendment) Ordinance, 2017. Through the ordinance the Union government can authorise the Reserve Bank of India (RBI) to direct banking companies to resolve the issues related to specific stressed assets, and by initiating insolvency resolution process wherever required.

Read More: <http://www.thehindu.com/todays-paper/tp-opinion/dealing-with-stressed-assets/article18702663.ece>

Date Accessed: 05.06.2017

Governance & Development

POLITICS AND GOVERNANCE

Modi must give up his hubris if he wants India to succeed. He is standing at the crossroads.

(Moin Qazi, DailyO, May 29, 2017)

Although, Prime Minister Narendra Modi has literally emerged as India's rock star, it is time now that he gets down to delivering on the long list of promises that is adding up with his every new campaign. He should not allow hubris to get better of his commitments. Indians are now sharply alive to the wisdom of the great American statesman, Thomas Jefferson: "I predict future happiness for Americans, if they can prevent the government from wasting the labours of the people under the pretense of taking care of them."

Read more: <http://www.dailyo.in/politics/narendra-modi-human-development-india-poverty-growth-inequality/story/1/17490.html>
Date Accessed: 06.05.2017

DEVELOPMENT

The Real Challenge for Swachh Bharat Abhiyan

(The Livemint, June 5, 2017)

As per the State of Environment Report 2105 the Swachh Bharat Abhiyan has not addressed the concerns of waste management. The problem of waste management does not seem to influence the Swachh Bharat rankings of cities as cities such as Indore, Bhopal and Surat are unable to treat half the sewage each of these cities generate. Thus, the flagship scheme of Swachh Bharat lacks in adopting an overarching framework to address the fast growing urban problem of waste management.

Read more: <http://www.livemint.com/Home-Page/NhOIzRnRvpF6w64UWbFJFP/The-real-challenge-for-Swachh-Bharat-Abhiyan.html>

Accessed on: 05.06.2017

SECURITY

Women to Get Combat Role

(The Tribune, June 5, 2017)

The Indian Army as well as the Navy are both moving towards breaking gender barriers. While the army is geared to allow women in combat positions, the Navy is deliberating to formulate a policy that would allow women onboard on ships. The Army Chief General Bipin Rawat stated that in order to break the glass ceiling through this opportunity women will have to show 'grit and strength.'

Read more: <http://www.tribuneindia.com/news/nation/women-to-get-combat-role/417634.html>

Accessed on: 05.06.2017

HEALTH

Rethinking menstrual health in India: will tax-free napkins be the real solution?

(Amoolaya Rajjappa, YourStory, May 28th, 2017)

The debate on sanitary napkins is divided. While some feminists have suggested that napkins should be tax free and not clubbed under luxury times, the other group of feminists have insisted that due to the cultural taboo against sanitary napkins, their use will not necessarily increase.

Read More: <https://yourstory.com/2017/05/menstrual-health-gst/>

Date Accessed: 5.05.2017

Governance & Development

Month after India assured treatment for all HIV+ people, stocks of medicines run out in six states

(Menaka Rao, Scroll, June 5th, 2017)

Last month the Ministry of Health and Family Welfare assured free treatment to all people who tested HIV positive. However six States such as Bihar, Andhra Pradesh, Meghalaya, Nagaland, Maharashtra and Delhi ran out of life-saving medicines. The States also faced shortage of kits and highlights lack of planning.

Read More: <https://scroll.in/pulse/839628/month-after-india-assured-treatment-for-all-hiv-people-stocks-of-medicines-run-out-in-six-states>

Date Accessed: 5.06.2017

AGRICULTURE

From plate to plough: Farm and the tax

(Ashok Gulati & Siraj Hussain, *The Indian Express*, June 05, 2017)

It assesses the likely impact of the new GST regime on agriculture and farmers through three angles: 'One, is the GST going to be inflation neutral, given that food has 45 per cent weight in consumer price index (CPI)? Two, is the GST going to be revenue neutral, and especially, which states could lose revenue and how will they be compensated? Three, does it give some incentives to link farmers with the food processing industry, which may help them reduce market risk, augment incomes and create new jobs in rural areas?'

Read More: <http://indianexpress.com/article/opinion/columns/from-plate-to-plough-farm-and-the-tax-gst-4689101/>

Date Accessed: 05.06.2017

LAW AND JUSTICE

Economy Must Play Role in Verdicts, India's Top Court Rules

(The Bloomberg Quint, June 5, 2017)

The Supreme Court in a recent judgment stated that the judiciary must consider the impact of a ruling on the creation of jobs in the country. The increasing number of pending cases as well as the loss of productivity due to attending court hearings is all indicative of the fact that the Courts must be cognisant of a sustainable interplay between law and economics.

Read more: <https://www.bloombergquint.com/markets/2017/06/04/economy-must-play-role-in-verdicts-india-s-supreme-court-rules>

Accessed on: 05.06.2017

GENDER

Why higher education doesn't ensure better jobs for women in India

(Indian Express, June 5th, 2017)

Research indicates that women with lower levels of education participate in the labor force. While women with higher levels of education withdraw from the labor market. Since with more education there is an expectation of higher salary and India does not have enough jobs for women with higher education, the labour force participation of women with higher education is low.

Read More: <http://indianexpress.com/article/business/why-higher-education-doesnt-ensure-better-jobs-for-women-in-india/>

Date Accessed: 5.05.2017

Mumbai, Pune, Hyderabad among places with highest incidence of child marriages in India

(Shreya Roy Chowdhury, Scroll, June 1st, 2017)

Research indicates that urban areas of cities such as Mumbai, Pune and Hyderabad are witnessing increase in child marriage. Since a lot of individuals from rural areas and settle in slums they fear for their daughter's safety and get them married early.

Read More: <https://scroll.in/article/839400/mumbai-pune-hyderabad-among-places-with-highest-number-of-child-marriages-in-india>

Date Accessed: 5.05.2017

Opinions/ Books

OPINIONS

Pharma lobby strikes

(*The Hindu*, June 02, 2017)

Pharmacies across the country went on a one-day strike this week to highlight their concerns about the threat from e-pharmacies, and the cost that will be imposed by new regulations on the sale of medicines. It was called by the All India Organisation of Chemists and Druggists and had the support of around eight lakh pharmacies. They are seriously concerned over the profit margins and market share that have faced pressure in the recent years from e-pharmacies that often offer medicines at cheaper prices.

Read More: <http://www.thehindu.com/todays-paper/tp-opinion/pharma-lobby-strikes/article18702662.ece>

Date Accessed: 05.06.2017

The real challenge for Swachh Bharat Abhiyan

(*Ragini Bhuyan, Live Mint*, June 05, 2017)

The Swachh Bharat Abhiyan has laid a lot of emphasis on collecting waste in cities; however it does not seem to have given adequate attention to waste management. This has been reported by the recently released draft of the State of Environment Report 2105. Most of the solid waste generated in cities is dumped in landfill sites, which the report describes as “non-scientific” and “rudimentary”. Many of India’s big cities are struggling to treat their sewage as well. ‘The battle for a cleaner, greener and healthier India cannot succeed without an overarching framework to deal with the generation, management and disposal of waste.’

Read More: <http://www.livemint.com/Home-Page/NhOIzRnRvpF6w64UWbFJFP/The-real-challenge-for-Swachh-Bharat-Abhiyan.html>

Date Accessed: 05.06.2017

What we need to do to tackle the crisis of water depletion

(*Dr Sriroop Chaudhuri, DailyO*, 4 June 2017)

The article establishes the linkages between water, energy and economic proliferation, poverty reduction and health care development. It highlights that with unprecedented fresh water depletion worldwide, it could severely affect the energy sector as well. Water is used in the energy sector for multiple reasons. It acts as a water coolant, source of heat, mining, fuel production and hydropower generation. The author argues that while the choice between water and energy is difficult as both are indispensable to development, action must be taken towards formation of a plan to tackle the problem and grow consciousness towards undesirable waste of water and/or energy.

Read More: <http://www.dailyo.in/variety/water-energy-scarcity-freshwater-depletion-conservation/story/1/17611.html>.

Date of Access: 5.6.2017

The Kerala Model of Inclusion for the Queer Community

(*Vihaan Peethambar, The Wire*, 5 June 2017)

The article talks about how the queer community in Kerala has found new hope in their struggle for basic rights through the state government holding discussions on how to integrate LGBTIQ rights into Kerala’s local self-governance framework. The article highlights how despite the NALSA judgment granting transgenders equal rights in India, the adverse predicaments faced by the community severely contradict the judgment. The queer movements in the past two decades have addressed demands of the community to the state or central governments. This had led to awareness and initiation of some programmes and policies but, according to the community, the real change is yet to be seen.

Read More: <https://thewire.in/143805/kerala-model-queer-community/>.

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